BULN BULN
PRIMARY SCHOOL
No. 2017

PARENT INFORMATION
Dear Parents,

On behalf of the staff, parents and children at Buln Buln Primary School, I would like to take this opportunity to welcome you and your child or children to our school and into its community. The school, and the community alike, are very friendly and supportive and I am sure your association with us will be a happy one.

Our school is fortunate to have a very hard working teaching staff, Parents' Club and School Council. This team is continuously working to provide the programs and develop the best opportunities possible for each student. A safe and attractive environment for teaching and learning is also a feature of our school.

Our aim at the school is to develop each child to their full potential. Close co-operation between school and home is vital for success and the following information booklet has been compiled for current, new and prospective parents to assist in this regard.

If you have any queries now or in the future please contact the school.

Yours sincerely,

[Signature]

Stephen Keating,
Principal.
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HISTORY
The township of Buln Buln was originally situated at what is now called Brandy Creek.

Prior to a permanent school building being erected the Education Department established the Buln Buln School in Bradley’s Hall. The school opened on 9 March 1878 under the Head Teacher Mrs Margaret T Skinner. The average attendance at the school during the first year was 19 pupils with 35 on the roll.

During the next few years, Head Teacher Skinner together with parents wrote a number of letters of complaint to the Education Department, regarding the poor conditions of the hall. It was positioned on a low flat next to Brandy Creek and was therefore cold and damp and initially without any form of heating. In response to these complaints the Department made many reports on the need for a Government built school in the village. However, the opening of the Gippsland Railway Line saw a population shift to the new townships of Drouin and Warragul. The Department adopted a ‘wait and see’ attitude.

In 1880 the Bank of Australasia offered the former bank building for use as a school; the premises could be had for 400 pounds or 40 pounds per annum, rental. The Education Department was not convinced that the cost of the building being offered was justified, in a village that was supposedly near empty.

In January 1884, parents threatened a total boycott of Bradley’s Hall, unless a new school was up by winter. Tenders were quickly called; the new wooden schoolroom was ready and occupied by August of that year. A three room attached residence followed a month later.

In August 1892 District Inspector Thomas Bothroyd visited the school and found the average attendance to be 20 pupils, he recommended the closure of the school. Bothroyd suggested that the township children could attend Drouin West School, whilst in the other direction, the newly opened Neerim Railway Line would allow those living to the east of the township to travel to the new Rokeby School. Despite objections, the school closed in December 1892. The Inspector had also recommended the relocation of the defunct school building to Rokeby. Parents resisted the move; many efforts were made to keep the building where it stood. However, on Saturday 8 April, 1893, a few nights before it was to be moved, the building was burnt to the ground.

In 1894 the Education Department leased a small but “comfortable” building in the Buln Buln Railway Station yard (the new township) from Mr R. Armstrong. The Buln Buln State School opened, on a part-time basis, in August of that year. By January 1895 the school population had risen to 42 and the school recommenced on a full-time basis, with Gilbert Smith as Head Teacher. It was soon clear that the rental accommodation was far too small.

In 1896 the Department purchased a one acre allotment, owned by Mr JF Levien, MLA, for 20 pounds, a further 70-odd pounds secured the old Trafalgar South School and residence; they were relocated and re-erected, ready for occupation in March 1897.

In 1908 the Education Department purchased five acres of land for a new school building. It is thought that some proceeds from the sale of the Agricultural Society Showgrounds together with donations were used for the purchase of some of the land. The tennis courts were also erected with local funds.
A contract was let in March 1909 for the erection of the present school building, comprising two classrooms and an office. While the new building was under construction the school was held in the Mechanics Institute Hall which was completed two years earlier.

In 1913 the old school building was relocated to the present school site. In its place a school residence was built; it was completed in March 1914. The former residence was sold in 1989.

The old school building was used for many years as a science room, sewing room and for storage purposes. In 1942 a working bee was arranged and the old school building was pulled down. Out of the timber they built a shelter shed.

In 1985, the School Council purchased a building from the Thomson River Dam construction site village (Rawson). This building is now the Multi-Purpose Arts Room.

During the 1989-91 the school received extensive maintenance to both the interior and exterior and local community support has provided a covered area linking the main building to two additional relocatable classrooms sited during this time.

During 1995 a Masterplan for managing future growth was developed and in 1996 major capital works saw a modern administrative and staff upgrade take place. A large portable was brought on site to accommodate the relocated class from the main building. Further growth saw a two room relocatable brought on site providing improved classrooms and spaces for library and music as well. In 1998 relocatables were moved to allow for the new toilet block to be completed in 1999. Later that year two further relocations allowed for a courtyard to be developed central to our school, providing extra sealed playspace.

From 2000 to the current day the school has completed its courtyard and seen the inclusion of a stage area for performances and play. Grounds were further enhanced by the construction of a shelter shed and rebound area and jumping pit. The school celebrated its 125th Anniversary and permanently marked the event with a courtyard of personalized pavers in 2003 together with further native plantings and gardens.

In 2005 2 new large double classrooms were brought in to replace individual portables and create a connected decked area providing much needed shelter.

Our playground has been expanded and a new shelter for class activity, passive play and enjoyment of new gardens also built in 2008.

This year our new school building replaced most of the portables with a modern comfortable school well suited to learning in the 21st century. A new multipurpose centre, hardcourts and upgraded gardens will further complement the development. We do however retain our landmark heritage building maintaining our strong connection with our past.
BULN BULN PRIMARY SCHOOL PROFILE
Buln Buln Primary School is situated in West Gippsland, and services a growing rural community consisting of families from farming, small business and professional vocations. First opened in 1878, the school has undergone significant changes and has continually developed both its facilities and teaching and learning programs in an effort to provide a quality education for all children. In 2010 the student enrolment is 128 with a staffing equivalent of 8.2. The school is organised into six classrooms in a traditional vertical structure. We have an Arts Room (Visual and Performing) and a library.

The core purpose of the Buln Buln School is to enhance the intellectual, physical, social and emotional development of all children in a positive and secure learning environment. Children are regarded as individuals and all programs aim to develop children to their full potential. The school is committed to the use of effective teaching strategies, the development of sequential P-6 programs in all learning areas, community involvement in a consultative decision making process, and the development of effective communication between school and community. Vital processes include enthusiastic School Council and Parent Club support.

The curriculum program is delivered with a mix of classroom and specialist teaching. Emphasis is placed on the development of literacy and numeracy skills at all grade levels. Specialists are provided for the Arts, Technology, LOTE – (Japanese) and P.E. Within classrooms, organisational structures range from individual to small group to whole class instruction. The school has a computerised Library, providing a broad range of books, materials and teacher references. Our school curriculum is based on the Victorian Essential Learning Standards of the Department of Education and Training. We are continually upgrading resources for all curriculum areas and staff are encouraged to develop professional development plans to upgrade teaching skills and curriculum knowledge.

A broad co curriculum program exists to offer choir, competitions, chess, craft, gardening club - Green Team, swimming, Bike Ed., debating, instrumental music, RE, winter sport, Junior School Council and camp programs. The Arts program culminates with a concert or musical performed for the school community in which all children participate. Before and After School Care is provided for families requiring it for work, study or respite needs. The family atmosphere of our rural school provides an environment that is conducive to cross age tutoring activities. These activities are undertaken in areas such as shared reading, writing, technology and sporting teams on an occasional basis.

The school aims to develop an attractive, comfortable and safe learning environment. School Council is committed to an on-going preventative maintenance program to ensure that the school buildings and grounds are continually improved to meet demands. The main school building has historical significance and the school community has maintained the building's traditional integrity as a feature of the district.

Our School Strategic Plan is to continuously improve in all aspects of school life but with an emphasis on Literacy, Numeracy and student engagement.
DATES FOR THE 2012 SCHOOL YEAR

Term 1
- Staff resume Wednesday 1st February
- Students resume Thursday 2nd February to Friday 30th March
- Labour Day Monday 12th March
- Good Friday 6th April Easter Monday 9th April
- Wednesday 25th April ANZAC Day

Term 2
- Monday 16th April to Friday 29th June
- Queen’s Birthday Monday 11th June

Term 3
- Monday 16th July to Friday 21st September

Term 4
- Monday 8th October to Friday 21st December
- Melbourne Cup Day Tuesday 6th November

N.B. Preps do not attend Wednesdays until March.

CURRICULUM DAYS
Staff resume school three days prior to students for purposes of program planning and Professional Development. The fourth day is June 11 for assessment and reporting purposes. There is no school for children on these days.

HOURS
The school hours are as follows:

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<td>9.00a.m.</td>
<td>Session One</td>
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<td>11.00a.m.</td>
<td>Recess</td>
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<td>11.30a.m.</td>
<td>Session Two</td>
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<td>1.00p.m.</td>
<td>Eat Lunch</td>
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<td>1.10p.m.</td>
<td>Lunch Recess</td>
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<td>2.00p.m.</td>
<td>Session Three</td>
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<td>3.30p.m.</td>
<td>Home Time</td>
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The teachers are responsible for the children's safety and welfare in the school grounds between the hours of **8.50am and 3.45pm**. NO RESPONSIBILITY will be undertaken outside these times and co-operation and punctuality are important. Our Outside School Hours Care provides a very cost effective means for safely supervising children requiring early drop off or late collection.

CLASS GROUPINGS
Children are placed into class groupings to bring about the most successful combination for student success. Arrangements may be altered depending on numbers of students and curriculum implications.

ENTRY AGE
The earliest age of a child entering the school at prep grade is as follows:
For February entry a child must attain his/her 5th birthday by 30 April of that year. Should a parent wish to keep a child home until the age of 6 years, by law they may do so.
ABSENCES
A note from a parent is a requirement of the school following an absence by their child. A brief explanation of the absence must be signed and dated. Absence notes are provided for all families through the newsletter during the year.

JUNIOR SCHOOL COUNCIL
Elected representatives from each of the years 3, 4, 5 and 6 form a student think tank. The group provides a student perspective of school issues and has contributed significantly to fundraising, purchasing resources and offers activities. The JSC also offers students opportunities in leadership and meeting procedures.

SCHOOL COUNCIL
The School Council is incorporated by an act of Parliament and consists of up to 14 members (with the power to co-opt.) as follows:

8 - members representing the parent body
3 - members representing staff
1 - member representing Parents' Club
1 - the Principal
1 - co-opted person.

The council exercises power as delegated by the incorporating Act and Ministry regulations. These are finance and control on the general development of educational facilities within the school.

Members for 2011 consist of:
- President
- Vice-President
- Secretary
- Parents' Club Representative
- DET representatives
- Principal / Executive Officer
- Parent representatives

- Melissa Brown
- Lisa Waller
- Catherine Jones
- Peggy Eastwood
- Teresa Martyn, Wendy Renshaw, Lyn Weller
- Stephen Keating
- Bill Clark, Peter Crump, Helen Aitken, Trudi Hammond, Elise Watson, Lisa Waller, Meg Duncan

CODE OF PRACTICE - SCHOOL COUNCIL
The Education Act and Regulations provide the framework for School Council operations. In addition School Council will establish appropriate local guiding principles and operational procedures.

The Council of Buln Buln Primary School acknowledges that it operates within the Education Act and Regulations.

School Council believes that:
- The learning needs of students should be the primary consideration in School Council decision making.
- High standard learning outcomes, which encourage all students to achieve their full potential, are the ultimate goal at Buln Buln Primary School.
- The participation and involvement of all groups within the school community is the most effective way of achieving these outcomes.
- Diversity within the school community should be recognised and utilised.
School Council is responsible for:

- Providing vision and leadership for Buln Buln Primary School.
- Establishing policies, programs and plans are implemented by the relevant subcommittees, the Principal, teachers and/or staff as appropriate.
- Ensuring that School Council is accessible and approachable to the school community, individuals and groups within the community and wherever possible, responsive to their views.
- Documenting policies and programs that govern the operation of School Council. (These include standing orders, responsibilities and operation of sub-committees, communication and accessibility procedures.)
- Canvassing community views on major policy decisions.
- Making public comments on issues that affect the school, as necessary.
- Ensuring that decisions of School Council are publicly justified, as necessary.

School Councillors undertake to:

- Seek and represent the views of the school community and groups within that community.
- Fully communicate to the school community the School Council’s policies, programs, plans and actions.
- Ensure that they are accessible, approachable and responsive to the school community.
- Ensure that any concerns of individuals within the school community are raised and given due consideration within School Council.
- Be informed on issues that come before School Council.
- Operate on a consensus basis, while supporting a diversity of views.
- Keep any discussions regarding members of the school community strictly confidential within School Council.
- Declare any actual or perceived conflict of interest, as appropriate. Council will then determine the most appropriate response on a case by case basis.
- Make contact with families new to the school community.

PARENTS' CLUB
The Parents' Club meets monthly during the school term. Dates and times are notified through the school newsletter. Parents’ Club works towards the betterment of the school in many areas, providing funds to further develop the school either with aids or building and grounds improvement. Other matters of concern are discussed and taken to School Council by the club representative.

Parents' Club fosters a close relationship between the school, parents and the community.

We urge all parents to take an active part in the Club, for there is a social value as well as a financial advantage for the school. Yearly membership is $1. Pre-schoolers are welcome at meetings.

Officials for 2011 are:
- President
- Vice-President
- Secretary
- Treasurer
- Parents' Club Representative to School Council

Sharon Caia
Jan Doberer
Rachel Coleston
Danielle Smethurst
Peggy Eastwood
SCHOOL STRATEGIC PLAN
Following a successful Negotiated Review in 2007 a new School Strategic Plan has been developed as a statement of core purpose for 2008-2011. The plan outlines three goals, specific targets and key strategies. These are designed to build on the previous good work of the school and continue to add value to benefit students.

Student Learning Goal – to improve Reading, Writing and Number from Prep to Six with a focus on extending students.

Student Engagement and Wellbeing Goal – to improve school and peer connectedness, student motivation and learning confidence.

Student Pathways and Transitions Goal – to develop common curriculum and assessment practices.

CURRICULUM
The school’s curriculum is provided through the implementation of the Victorian Essential Learning Standards. This statewide framework emphasises three broad domains – Physical, Personal and Social Learning, Discipline based Learning and Interdisciplinary Learning.

This approach links traditional subject areas such as English, Mathematics, Science, Humanities, Languages Other than English, the Arts, Health and Physical Education more closely to other important areas of learning such as physical, personal and social skills necessary for future learning and the workplace.

Standards are also set in areas such as building social relationships, computer and technology skills, thinking and communication skills.

THE ARTS includes Dance, Drama, Media, Music and Visual Arts. Instrumental music, choir, musicals, concerts and recorder groups are also features.
Art Smocks - A set of art smocks is available in the art room. These will need to be laundered from time to time by each grade in rotation.

ENGLISH includes the study of texts and aspects of language – contextual understanding, linguistic features and strategies in reading, writing, speaking and listening. The love of books and appreciation of literature is encouraged and the skills of handwriting, spelling, grammar and punctuation are included through an integrated approach.
In the Prep to Year Four area the Early Years Literacy Program is being implemented, a feature of this being a two hour daily literacy block with related learning centre activities to reinforce the focus of the day. Professional development and ongoing support is readily available for Early Years teachers. A Reading Recovery or Bridges intervention program is in place for those children needing extra tuition for success in reading and writing.
Handwriting
The Victorian Modern Cursive script is the standard handwriting form taught at school. Parents are asked to encourage their children to write continually in this style.

HEALTH AND PHYSICAL EDUCATION is a broad curriculum area including the topics of Movement and Physical Activity and Health Knowledge and Promotion. Physical education includes developing the skills of athletics, ball games and fitness.

The program will include:

**Bike Ed** - is offered to senior children in Grades 4, 5 & 6 during Term 3. Roadworthy bikes and helmets are required together with parent permission to practise and develop a team to enter the Baw Baw Bike Ed Challenge.

**Swimming** - all children have the opportunity to participate in a program during Term 3 or 4. The Program is conducted by qualified staff. Parent helpers are always needed - either in the water or at poolside.

**Winter Sport.** This activity is for Grades 3, 4, 5 and 6 children who combine with students from other rural schools. Activities may include: tennis, gymnastics, ten-pin bowling, badminton, racquet ball. There is a cost associated with some activities and for the bus into Warragul.

**School Sports.** Our Rural School Sports day is held in term one between local rural schools. All grades participate and the emphasis is on involvement for all and leadership for our senior students. Uniform is worn to identify our school.

**LANGUAGES OTHER THAN ENGLISH.** Japanese is taught to all children from Grade Three to Grade Six. Students are exposed to the language (reading, writing, speaking and listening) and customs/traditions of a culture very different from our own. The language is also offered at all local secondary colleges offering students an ongoing opportunity to develop their skills.

**MATHEMATICS** is a core element of our school program and children are encouraged to understand their maths through concrete materials, problem solving, real life situations and
risk taking. Each child will develop skills in space, number, measurement, chance and data, working mathematically and structure.

**SCIENCE** will aim to develop observation and recording skills through investigations of Biological Science, Chemical Science, Earth and Space Sciences and Physical Science. The program will include the skills, processes and procedures of design, measurement, data handling and interpretation and acting responsibly in the areas of Science Knowledge and Understanding and Science at Work.

**HUMANITIES** will develop an appreciation of children’s local and wider environments by studying History, Geography and Economics.

**TECHNOLOGY** curriculum encourages students to investigate, devise, produce and evaluate materials, information and systems. We learn how to apply scientific understandings to the world around us.

**COMPUTERS**
We aim for all children to leave Buln Buln Primary School with sound basic computer skills. To this end children learn skills through the use of games, skill oriented computer tasks, word processing and e communication. The provision of appropriate resources in classrooms is a priority in our planning processes. The resources include schoolwide network access to the internet, notebooks, digital cameras and interactive whiteboards.

**EXCURSIONS AND CAMPS**
Excursions are used to enrich the educational experiences of a child and are planned to enhance curriculum.
Grade Two students enjoy a sleepover whilst camps are organised for children in grades 3/4 and grades 5/6 ensuring that all children have the opportunity to participate in two camps during Primary School.
Completed permission/medical forms for all excursions and camps must be returned by the due date. Payments should be made to class teachers. These monies may then be accounted for and banked by the bursar. **Students are to wear school uniform on all excursions.**

**LIBRARY BOOKS**
Library books are available from three sources:
(a) from the MARC van, which arrives at the school on a fortnightly basis, up to 2 books per child.
(b) from any class library, these books being returned when read.
(c) from the school computerised library, for a 2 week loan period, up to 2 books per child. Library Bags are compulsory for each student. Our school library operates on Tuesdays.

**MARC VAN**
This is a mobile library from our area which visits the school once every fortnight. Children may borrow up to two books for two weeks, to take home and read. Mr. Bucknell conducts literature based lessons which develop library skills and the appreciation of books.
SPECIAL NEEDS
A program to meet special needs of individuals is offered to assist students achieve their potential. This may be in a general or specific sense and is for under or overachieving students alike. Reading Recovery, Bridges, Debating, Tournament of the Minds and a wide range of Competitions are available.

RELIGIOUS EDUCATION
Religious Education is a program which complements our Personal and Social Learning programs drawing on the Christian Education Council’s approved course and conducted by qualified volunteers.
The non denominational program is offered to all students.

PERSONAL TREASURES
If your child has a valuable item they would like to bring to school to show, it is a good idea for parents to wait at the school until after it is shown, and then take it home again. The school cannot be responsible for lost property. Electronic games and devices are discouraged.

REPORTING & ASSESSMENT
Close consultation between parents and teachers is essential for improving learning outcomes for students.
Student progress in each aspect of the curriculum is assessed, evaluated and communicated to parents for informed co-operation.

Assessment practices will:
- Develop a cumulative record of achievements and may include:
  - samples of work
  - checklists of skills
  - anecdotal records
  - test results.
- Identify areas in need of improvement.
- Assist in the evaluation of program effectiveness.

Reporting to parents will:
- Focus positively on student progress and achievement.
- Clearly state children's strengths and give direction in overcoming weaknesses.
- Be descriptive in nature and not compare one student's performance with that of another.
- The reports describe the work expectations of students and their achievement using a five level grading system together with written comments.

Grading:
A well above the expected standard
B above the expected standard
C at the expected standard
D below the expected standard
E well below the expected standard
- Include Department of Education, and Early Childhood Development – NAPLAN Tests for Grades 3 and 5 each year.
Reporting program
Term 1  Parent / Teacher Interviews.
Term 2  Summary written reports on student progress.
Term 3  Parent / Teacher Interviews.
Term 4  Written reports on student achievement.

Parents are encouraged to speak to teachers about each child's progress at any time by making an appointment for a mutually agreeable time.

PUPIL WELFARE
All students are entitled to a learning environment which is safe and happy. We believe children develop personal skills and self discipline by modelling their behaviour on those they come into contact with.
In our school appropriate behaviour is acknowledged, modelled and taught through praise, rewards and privilege. Our Social Skills Program, You Can Do It, proactively encourages resilience and a positive approach to life and learning.

Consequences for inappropriate behaviour.
By choosing inappropriate behaviour students can expect a consequence which generally apply as follows:
- a warning - discussion
- making good any damage or harm done
- time out during which the appropriate behaviour is identified and written up.
- discussion with parents and detention.
- ultimately suspension from school or expulsion

In the case of violent, dangerous or malicious behaviour parents will be contacted immediately.

Recognition of Positive Behaviour
Encouragement will be given to children who are able to work and play in a way which creates a safe and happy environment in which everyone gains a feeling of success and self worth.
Encouragement may be given by:
- verbal or written praise
- rewards
- granting of privileges
- acknowledgment at assembly.

BULLYING
Bullying is a repeated behaviour designed to intimidate or upset. Such behaviour is unacceptable and is treated seriously. Concerns should be reported to the class teacher.

DRESS CODE
All children are expected to wear our school uniform.
1. Broadbrimmed or Legionnaire style hats must be worn in Term 1 and 4 as required by our Sunsmart Policy.
2. Socks are to be worn at all times.
3. Thongs and sleeveless shirts or tops are not to be worn.
4. Jewellery can be dangerous at school and the wearing of jewellery or makeup is discouraged.
5. Hats are not to be worn at assembly, inside the school, or classroom.
6. All items are to be indelibly marked.
SUNSMART POLICY
Our Sunsmart Policy requires broadbrimmed or legionnaire hats to be worn during term 1 and 4 at all times outside including recesses and outdoor class activities such as Physical Education. **Shoulders are to be covered.**

TRANSITION
Transition between school settings and promotion between Grade levels requires special consideration for each child’s success. **Kindergarten students** are planned for through the Prep Teacher’s involvement in a local area network. School visits are planned for two Tuesdays late in Term Four, the first of which also offers a parent information session. **Students enrolling for the first time at other grade levels** are offered the opportunity to visit and participate in their class as an orientation to their full time enrolment. These students will be assessed and a parent teacher interview arranged in the first weeks of school to establish clear expectations.

The annual orientation day is the second Tuesday of December and the class structure for the following year is activated for a half day enabling the new classes to come together and interact as a group.

Our **Grade Six students** participate in a transition program at Neerim District Secondary College for orientation towards secondary education irrespective of the students’ intended college.

FINANCE AND FUNDRAISING
Grants are paid to School Council by the Government based primarily on enrolment. Unfortunately this amount will not pay for the total requisites for a year's education. Parents are asked to contribute in paying for their child's education by way of a levy and support for our varied activities.

LEYV
The School Council supplements the budget provided by the Department of Education and Training by way of a voluntary levy. This income assists the school to provide a high quality education. By keeping the levy to a minimum our high contribution rate is consistently approaching 100%. The support of all families is essential in keeping our policy fair and economical.

FUNDRAISING
The Parents’ Club runs a wide range of fundraisers to assist achieving our aims for high standard resources, books and equipment and the support of every family is essential. Monies should be sent to class in a clearly marked envelope.

EDUCATION MAINTENANCE ALLOWANCE
Families with pension or health care cards are entitled to an EMA payment. Half of this entitlement is paid directly to the school and half to the eligible family.
By negotiation the family’s credit may be held against excursions and activities. Remaining credit may be refunded to families at the end of the year.

UNIFORM
Our School Council has an approved official uniform developed by parents to foster pride and a sense of belonging among all children. The uniform of red and blue is neat, attractive, practical and economical.
Primary school children are very active and appropriate footwear is to be worn at all times.
Uniform Items
Polo shirt – red & navy
Bomber jacket
Zip up polar fleece jacket
Navy track pant pants
Navy shorts
A red and white check summer dress may also be worn.
All items are available from Beleza, Williams Square, Warragul. Phone 5622 2930.
A broadbrimmed hat is given to each Prep as a gift from our Parents’ Club.

WORKING BEES
Working bees are held on a regular basis and are organised by the School Council. We all benefit from family participation in the upkeep of our grounds and the pride that results as we seek to continually improve our environment. General maintenance working bees are usually held early each term.

MOWING OF LAWNS
Our school is fortunate to enjoy the support of volunteers to mow the lawns at the school. This support represents a significant saving and provides another opportunity to be involved. When mowing the lawns, there is a ride on mower, push mower and brushcutter in the Cleaners’ Store. Fuel and oil are supplied. Please check the oil.
The storeroom key is available from the office.

If there are any problems with the mower please notify the school so that it can quickly be fixed for the next user.

PARENT INVOLVEMENT
Parent involvement in class activities is always welcome. If you have time or skills you would like to make available please contact your class teacher. Special requests may come through the newsletter.
Various information evenings/in-services may be held throughout the year. These may be in the form of self development which enables parents to further help their child/ren at home, or training to help in the school programs. ie. "Parents, Readers and Writers Learning Together", "Children, Parents & Mathematics", Bike Ed training, ‘Thinking Hats” etc.
Not all the same programs are offered each year, but those who partake have found them to be not only of help, but a lot of fun. These sessions will be advertised in the newsletter.
Volunteers require a working with children check, must sign in and out at the office and wear an identifying Visitor badge.

PHOTOS
Each year a photographer is engaged to take class, family, whole school and individual photographs which parents may purchase.

LOST PROPERTY
Names are required on all personal property including lunch boxes and their lids and for all drink bottles and cups. School clothing must be named. Items of lost property are held in a box in the main building. Please ask children to check this area.
Unclaimed items are to be donated to worthwhile causes or sold as second hand items each semester.
DAMAGE, LOSS & VANDALISM
Wear and tear as well as accidental damage to books and equipment, furniture and fittings is paid for from Grants received from the Department of Education and Early Childhood Development. Our School Council has a policy of claiming from parents the costs of replacement for
1. lost or damaged books.
2. damage to school property that is not the result of accident.

To reduce vandalism in the school grounds, parents are requested not to allow their children into the grounds out of school hours unsupervised.

LEAVING THE SCHOOL GROUNDS
Children are not permitted to leave the school grounds during school hours. Written permission stating dates and times must be provided if you wish your child to leave the grounds for any reason.

ATTENDANCE / DISMISSAL
Our school day is a busy one. Arriving at 8.50am is ideal as it allows for children to put away their bags, meet friends and be organized for a 9.00am start.
At 3.30pm the expectation is for a prompt, orderly exit from school. Children walking or riding home are to leave promptly and go directly home.
Late arrivals or early departures must be signed for at the office.
Bus travellers are to wait at the circle seat and pick up students at the gate. After School Care children to go directly to the Multi.
Please ensure your child knows what is expected of them.

The school should be notified if usual arrangements are varied.

SCHOOL CROSSING SAFETY

<table>
<thead>
<tr>
<th>Crossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school crossing is located on Old Sale Road. Parents are requested not to park their cars within 20 metres either side of the crossing as this seriously impedes other drivers' vision and is against the law.</td>
</tr>
<tr>
<td>A Supervisor has been appointed to control the crossing to ensure the safety of our children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are asked to exercise extreme caution. Parking space is limited and patience is vital to the safe collection of children.</td>
</tr>
<tr>
<td>For the safety of all children I ask that the following procedures be observed.</td>
</tr>
<tr>
<td>1. Careful parking in the available areas.</td>
</tr>
<tr>
<td>2. Observe the Crossing Supervisor’s instructions.</td>
</tr>
<tr>
<td>3. Keeping well clear of the crossing if not intending to use it.</td>
</tr>
<tr>
<td>4. Stop, Look, Listen, Think.</td>
</tr>
</tbody>
</table>

BICYCLES
Some children ride bicycles to school. Parents are reminded of the law that all children who ride bicycles must wear approved Safety Helmets. No responsibility is taken by the school for the safety or security of bicycles brought to school although a shelter is provided. Bicycles are not allowed to be ridden in the school grounds and must be walked across the school crossing.
The school strongly discourages children under the age of nine years riding their bikes to school. Children of this age do not have the peripheral (sideways) vision or the ability to judge the speed of on coming vehicles.

**BUSES**

Bus services operate from Buln Buln to Secondary Colleges in Warragul and Neerim South. Parents should contact Warragul Bus Lines to determine if access to Buln Buln Primary School is possible.

**CONVEYANCE ALLOWANCE**

Living at least 4.8km away by direct practical route from their nearest school entitles parents to a conveyance allowance. Application forms may be obtained from the office in the new school year. One application only is needed provided the address remains the same. Payments are sent home half-yearly.

**CONTACT DETAILS** - It is most important that parents inform the school as soon as possible if there is any change to emergency contact numbers, relevant family details or medical conditions.

**DENTAL CLINIC**

The School Dental Clinic operates at the West Gippsland Health Care Group, 31-35 Gladstone St, Warragul. Families are encouraged to contact the service direct by phoning 51279189 and asking for an appointment for the Warragul Clinic.

**IMMUNIZATION**

Evidence of completed immunization must be produced for admission to school.

**INFECTIOUS DISEASES** - Please see update at the back of this book.

**LUNCHES**

Lunches are eaten under supervision from 1.00-1.10pm, when the children are then free to play in the yard. Lunch orders are available once a week. An envelope, clearly marked with name, grade, order and correct money enclosed, is placed in the lunch order box in each class for collection. The use of the bins for litter is actively encouraged.

**NEWSLETTERS**

A newsletter shall be sent home every Tuesday, with the eldest child in the family, to inform parents of coming events and report on activities at school. As far as possible, notices home will be restricted to Tuesdays. Please check your children's bags for these and encourage your child’s sense of responsibility in this regard.

**BOOKCLUB / BOOKFAIR**

The book club is run by the school through Scholastic Books. We receive books for our library as commission for sales. Bookclub is a means of buying reasonably priced books for your children. Monthly book club means children can order books - Arrow, Lucky and Star on a regular basis. Book Fairs are also organized each year and are a great way to stock up for reading or gifts and at the same time support our school’s resources through the commission received.

**BANK DAYS**

Monies to be paid to the school should be sent to **class teachers in an envelope clearly marked** with the child's name, the activity or purpose and the amount enclosed. Student
banking through the Bendigo Community Bank is conducted each week. We encourage this activity as a savings plan for children or for high cost items such as camps.

OUTSIDE SCHOOL HOURS CARE PROGRAM
Each weekday from 3.30 to 6p.m. our school offers an After School Care Program. This is a supervised program of fun activities including art, craft, puzzles, games and cooking. An afternoon snack is provided. Before School Care is also provided but booking is essential. Enrolments may be made through the office for regular or occasional use accommodating children of all grades. Information and registration forms are available from the office.

POLICIES
A handbook containing all school policies has been produced and is available for loan from the office.

HEADLICE
Headlice can be an issue. They spread quickly and require prompt treatment. Children with headlice are excluded from school until treated. Prompt notification and alerts through the newsletter are key elements in keeping the headlice pest at bay.

PRIVACY
The privacy of student and parent information is important. Our policy is to only share such details with consent in accordance with statewide guidelines.

WORKING WITH CHILDREN CHECK
In accordance with Statewide guidelines our School Policy requires that parents who will be volunteering to work with children will require a Working With Children Check to be completed. The check is valid for five years and transferable between volunteer organizations and is issued free of charge.

ACTIVE AFTER SCHOOL COMMUNITIES
For seven weeks each term two after school activities are offered to all children. Federally funded, the program aims to get children active, have fun and develop skills. These activities are promoted through our newsletter.
Minimum Period of Exclusion from Schools and Children’s Services Centres for Infectious Diseases Cases and Contacts

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles (inclusion)</td>
<td>Exclude until 4 days after onset of rash</td>
<td>Exclude until all contacts are excluded</td>
</tr>
<tr>
<td>Measles (exclusion)</td>
<td>Exclude until rash is completely covered with crusting</td>
<td>Exclude until rash is completely covered with crusting</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude until 9 days after onset of parotitis</td>
<td>Exclude until 9 days after onset of parotitis</td>
</tr>
<tr>
<td>Rubella</td>
<td>Exclude until rash is completely covered with crusting</td>
<td>Exclude until rash is completely covered with crusting</td>
</tr>
<tr>
<td>Rubella (exclusion)</td>
<td>Exclude until rash is completely covered with crusting</td>
<td>Exclude until rash is completely covered with crusting</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Exclude until fever is no longer present</td>
<td>Exclude until fever is no longer present</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced</td>
<td>Exclude until medical certificate of recovery is produced</td>
</tr>
<tr>
<td>Syphilis (inclusion)</td>
<td>Exclude until all contacts are excluded</td>
<td>Exclude until all contacts are excluded</td>
</tr>
<tr>
<td>Varicella</td>
<td>Exclude until all contacts are excluded</td>
<td>Exclude until all contacts are excluded</td>
</tr>
<tr>
<td>Varicella Zoster Virus (VZV)</td>
<td>Exclude until all contacts are excluded</td>
<td>Exclude until all contacts are excluded</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude until 28 days after onset of symptoms</td>
<td>Exclude until 28 days after onset of symptoms</td>
</tr>
<tr>
<td>Whooping cough (exclusion)</td>
<td>Exclude until 28 days after onset of symptoms</td>
<td>Exclude until 28 days after onset of symptoms</td>
</tr>
<tr>
<td>Whooping cough (inclusion)</td>
<td>Exclude until 28 days after onset of symptoms</td>
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</tr>
</tbody>
</table>

Exclusion of contacts is NOT required for:
- Cytomegalovirus Infection
- Hepatitis A
- Rubeola
- Rubella
- Scarlet Fever
- Severe Acute Respiratory Syndrome (SARS)
- Staphylococcal Infection (including scarlet fever)
- Varicella Zoster Virus (VZV)
- Whooping cough

Published by the Communicable Diseases Section, Victorian Government Department of Human Services — February 2004